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The Classical Weekly

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LATIN IN THE GRADES (JUNIOR HIGH SCHOOL) BIBLIOGRAPHY

An inquiry, addressed to me recently, for aid in the compilation of a bibliography of articles relating to Latin in the Junior High Schools suggested the publication of the list which is printed herewith:

Carr, Wilbert Lester. The Desirability of Latin in the Eighth Grade. *The Classical Journal* 9. 385-394 (June, 1914).

Deutsch, Monroe E. Latin Instruction in California Intermediate Schools. *THE CLASSICAL WEEKLY* 8. 122-125 (February 13, 1915).

D'Ooge, Benjamin L. Aims and Problems of Junior High School Latin. *Journal of the Michigan Schoolmasters' Club*, 53d Meeting, 37-39 (1918).

Green, T. Jennie. Latin Below the Ninth Grade. *Bulletin of the First District Normal School, Kirksville, Missouri*, Vol. 16, No. 11: Latin Series, No. 2, 3-7 (November, 1916).

Hale, Florence E., and Study, Harry P. Course of Study in Latin and Latin-English, Junior-Senior High School. Privately printed, Neodesha, Kansas (1918).

Jones, Anna S. Latin in the Grades. *THE CLASSICAL WEEKLY* 8. 130-132 (February 20, 1915).

——Latin in the Grades Again. *The Classical Journal* 13. 436-441 (March, 1918).

Lodge, Gonzalez. Latin in the Junior High School. *School and Society* 1. 300-304 (February 27, 1915).

Nutting, Herbert C. Latin in the Seventh and Eighth Grades in California. *THE CLASSICAL WEEKLY* 7. 154-157 (March 21, 1914).

——Language Work in the Grades. *THE CLASSICAL WEEKLY* 8. 172-173 (April 10, 1915).

——Methods of Teaching Latin. *The Classical Journal* 11. 7-24 (October, 1916). See especially pages 22-24.

Scott, Mrs. George B. Junior High-School Latin; Its Place in War-Modified Education. *The Classical Journal* 14. 167-175 (December, 1918).

Symposium. Latin in the Eighth Grade. *Journal of Education* 82. 563-568 (December 9, 1915).

Nine short letters, on the possibilities of Latin in the Junior High School.

University of Pittsburgh Bulletin. Vol. 11, No. 6: Latin Series No. 2 (May 15, 1915). 24 pages.

Contents: Adams, L. P., Should Latin be Taught in the Seventh and Eighth Grades?, 3-9; Ullman, Berthold Louis, First Report of the Committee on Seventh and Eighth Grade Latin to the Classical Association of Pittsburgh and Vicinity, 10-22 (the

report gives some information concerning the extent to which Latin was then taught in the Grades, and brief statements from about 20 teachers who had been engaged in this work).

West, Andrew Fleming, and Whitney, Allen S. Should our High-School Courses in Latin be Extended Downward into the Seventh and Eighth Grades? *The School Review* 15. 219-222 (March, 1907).

An outline of a discussion, as follows: West, Andrew Fleming, I. The Point of View of a Department of Latin, 219-221; Whitney, Allen S., II. The View-Point of a Department of Education, 222.

Wetzel, William A. The Latin Problem. *Journal of Education* 85. 537-538 (May 17, 1917).

Wilson, Laura N. Latin in Junior High Schools. *Journal of the Michigan Schoolmasters' Club*, Fifty-Third Meeting (1918), 39-40. c. k.

FUNDAMENTAL AND AUXILIARY STUDIES OF THE CLASSICAL TEACHER¹

You will not expect me to discuss the value of the Classics, or the place of the Classics in American education. I find equally incongruous and amusing some of the efforts to gather testimony as to the value of the Classics. It is like the evidence of good character which in legal proceedings is intended to bolster up the reputation of the party on trial. Are we in such a desperate plight? Can we not retort that nowhere in the School course is it possible to determine with a tape-measure the exact advantages that grow out of the pursuit of a specific subject? Does our study of English, for instance, effect greater ability in literary appreciation of English? Have we advanced the standards of pure, unadulterated use of the language? Must we not rather be content with a more modest outlook, the power of straightforward reproduction, through words, of whatever thoughts we entertain? It is structural work along the whole line that we are engaged in, and the foundations are often buried deep under the ground; yet are they vital to the efficiency of the superstructure. In truth, we teachers will do well to face hostile criticism, to be grateful for faultfinding, for it goads us on to more persistent efforts to make our work effective, pervasive, stimulating. Will you join me, then, in considering the problem of the classical teacher's initial preparation for his task, and in determining how he can supplement this initial preparation by

¹This paper was read before The Classical Forum of The New York Classical Club, at Hunter College, March 15, 1919.